

# Course and Subject Development and Review Policy

Kaplan Higher Education Pty Ltd.

Kaplan Higher Education Pty Ltd. ABN 85 124 217 670, trading as Kaplan Professional.

Registered as an Institute of Higher Education | PRV12030.





## Scope

This Policy applies to Kaplan Higher Education Pty Ltd, trading as Kaplan Professional (“Kaplan”). It applies to course and subject development, evaluation and review and is guided by the Higher Education Standards Framework (Threshold Standards) 2021 (‘the Threshold Standards’), 5.3.1 – 4.

## Purpose

This policy outlines the required standards to be met when developing and reviewing all higher education courses and subjects within Kaplan. The development and review process is guided by the Threshold Standards and the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Notes.

The objective of the development and review process is to ensure that Kaplan’s course offerings:

- Meet professional, regulatory and legislative requirements.
- Delivered at the appropriate Australian Qualifications Framework (AQF) level.
- Are consistent with current employment outcomes.
- Aligned with good academic practice.

## Definitions

**Curricula Management Documentation** – refers to the course documentation which outlines information about how the course will be delivered and managed, such as the course rationale and analysis, course learning outcomes, associated mapping to the subject learning outcomes and assessments, relationship with the graduate attributes, the underpinning course content, course structure, subject outlines, assessment information and course-related transition arrangements and/or implementation reports.

**Development** – the design and creation of new subjects and/or courses.

**Review** – the formal evaluation and assessment of an existing subject and/or course taking into consideration feedback from stakeholders inclusive of employers, staff and students, and informed by cohort-based analyses, academic data, benchmarking and contemporary knowledge regarding subject matter, pedagogies and assessment strategies.

## Policy Principles

This Policy is based on the following principles of course and subject development and review to:

- meet regulatory requirements and standards including the Australian Higher Education Standards Framework (Threshold Standards) 2021 and the Australian Qualifications Framework (AQF)
- be developed and reviewed in a systematic approach which is a Kaplan wide, quality assured, collaborative approach with aligned student learning experiences, assessments and learning outcomes
- include an evaluation that encompasses external and/or internal benchmarking, student and staff feedback, and data on metrics including but not limited to progression, retention, attrition and completion
- identify any need to develop new materials or to revise existing materials
- analyse market and industry trends
- review the staffing related requirements of the subject or course
- identify any need for updated pedagogies and/or assessment strategies
- be designed, where relevant, to include opportunities for work integrated learning throughout the course with a range of subjects that support student learning and experience in this regard

- offer students a range of learning opportunities including diverse experience and insights relating to their future employment
- reflect principles of good practice in design and review
- reflect best teaching and learning practices
- align to Kaplan's Graduate Attributes and relevant learning outcomes
- be supported by appropriate administrative, staffing, physical and technological resources
- be aligned with Kaplan's Teaching and Learning Plan
- meet relevant accreditation requirements including that of relevant industry and professional bodies.

## Development Standards

All Kaplan higher education course and subject development projects will:

- complete the applicable Curricula Management Documentation in full
- be monitored regularly with records maintained to ensure Kaplan meets all regulatory obligations and professional accreditation requirements, as required
- engage external academic and industry experts to review and provide feedback in relation to substantial course level development.

### ***Course development***

The Course Advisory Committees (CAC) and Course Development Panels (CDP) will undertake their functions as outlined in the *Academic Quality and Governance Framework* available on the Kaplan website <https://www.kaplanprofessional.edu.au/>

### ***Subject development***

Where a single subject is developed separate to the course development process, the following must occur:

- The subject must be developed holistically with regard to the relevant course learning outcomes and course structure(s).
- The proposed new subject outline is reviewed and endorsed by the Teaching and Learning Committee (T&LC) and approved by the Academic Board.
- The relevant Curricula Management Documentation is updated to reflect the proposed subject's integration to the course(s).

## Review Standards

The following standards will be applied when reviewing courses and subjects:

- Changes to a course or subject during an accreditation period must be monitored with records maintained by Kaplan to ensure regulatory obligations and professional accreditation requirements are met, as required.
- Course and/or subject delivery data must be used to inform decisions and changes made.
- Kaplan must develop, maintain and provide an annual course review schedule to the Academic Board on an annual basis.
- Kaplan must maintain a register of all course and subject changes.

## Course Review

- All Kaplan accredited courses are subject to a mid-cycle comprehensive review during the course accreditation period, overseen by peak academic governance processes and including external referencing and/or other benchmarking activities.
- A comprehensive review is led by the Kaplan Academic Dean (or delegate), steered by a Course Development Panel, and informed by an external and independent Course Advisory Committee consisting of academic experts and industry representatives.
- The review encompasses the following elements:
  - design and content of each course of study
  - the expected learning outcomes
  - the methods for assessment of those outcomes
  - the extent of students' achievement of the learning outcomes
  - considers emerging developments in the field of education, employer expectations, modes of delivery, the changing needs of students and identified risks to the quality of the course.
- Comprehensive reviews of courses are informed and supported by regular interim monitoring of the quality of teaching, learning and assessment, student progress and the overall delivery of subjects within the course under review.
- Kaplan review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including but not limited to:
  - analyses of progression rates, attrition rates, completion durations and rates and, where applicable, a comparison of the different locations of delivery
  - the assessment methods and grading of students' achievement of learning outcomes for selected subjects within courses.
- Records of the course review process must be maintained by Kaplan, together with evidence such as Curricula Management Documentation.

## Subject Review

- Kaplan's higher education subjects are reviewed at least every two years.
- Subject review documentation is maintained by Kaplan and reported to the Teaching and Learning Committee (T&LC).
- Where a single subject is reviewed separate to the course review process, the subject must be reviewed holistically with the relevant course(s).

## Relevant Legislation

As a registered provider, Kaplan operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

Below, please find the most relevant legislation which apply to this policy:

- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
- Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework
- Disability Standards for Education 2005

## Related Policies

This policy should be read in conjunction with the following policies published on the Kaplan website <https://www.kaplanprofessional.edu.au/>

- Academic Quality and Governance Framework
- Academic Integrity and Conduct Policy
- Assessment Policy
- Benchmarking Policy
- Course and Subject Surveys Policy
- Diversity, Inclusion and Equity Policy
- Learning Facilities and Resources Policy
- Progression Policy

## Version Control and accountable officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer	Academic Dean, General Manager – Teaching and Learning			
Review Date	December 2024			
Approved by				
KHE Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Quality and Governance Team	New Policy supercedes the Curricula Development Policy.	2.03.2017	16.03.2017
1.1	Quality, Regulations and Standards Team	Updated provider category to <i>Institute of Higher Education</i> .  Remove references to MIT.	N/A	13/07/2021
2.0	Quality, Regulations and Standards Team	<b>Full policy review</b>  Removal of Introduction section  Full update on all sections of the policy  Full rewrite of Course Development, Course Review and Subject Review sections  Addition of Relevant Legislation  Addition of Related Policies  Removal of References section  Removal of all attachments	01.12.2021	06.12.2021